

The Model Curriculum for PA School Library Programs, Grade Band 6-8

Stage 1 Desired Results:

Correlated PA Core Standards, Big Ideas & Essential Questions, Library Information Concepts, & Student Competencies

Stage 2 Assessment Evidence:

Performance Tasks & Rubrics

Stage 3 Learning Plan:

WHERE TOs, Sequenced Instructional Strategies & Student Learning Experiences, & Resources*

Stage 2 Assessment Evidence & Stage 3 Learning Plans Arranged by Clustered Big Ideas:

- **Leading a Book Discussion of a Genre Novel**
- **Creating Awareness of Global Labor Practices that Exploit Child Labor**
- **Preparing a List of Sources for Visitors of the Gettysburg Visitor Center**
- **Developing Research Questions for Medical Researchers Seeking a Cure for a Disease**
- **Researching Biographical and Critical Information about an Artist**
- **Drawing Evidence from Primary and Secondary Sources about Abraham Lincoln**
- **Identifying an Animal from Its Bones**
- **Creating a Video Preview Trailer to Promote a Book to Read**
- **Demonstrating Appropriate Behavior while Participating in an Online Discussion**

Stage 3 Learning Plans for Performance Tasks

To begin implementing a Learning Plan, ask first:

WHERE Is the Student Going?

Learning Goals: Correlated *PA Core Standards*, *The Model Curriculum for PA School Library Programs* Stage 1 Big Idea(s) & Essential Questions, Library Information Concept(s), & Student Competencies

WHAT Is Required of the Student?

Stage 2 Assessment Evidence: Performance Task & Rubric

***Resources Current as of August 2014**

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Selecting Literary Fiction Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.3.6-8.K Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently...

Understandings (Students will understand that...):

Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to):

Independently, select grade-level-appropriate literary fiction in a variety of genres. Apply strategies to create meaning from literary fiction. Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

What understandings/competencies will be assessed through this task?

Select literary fiction across genres, read to gain meaning, reflect, respond and evaluate.

Stage 2: Assessment Evidence

Performance Task: Leading a Book Discussion of a Genre Novel

Suggested Grades: 6-8

Book discussion groups are a popular way for young adults to come together to discuss literature. As the leader of a lunch-time book club at your school, you're responsible for making sure that the group selects a variety of novels or short stories in different genres to read every two months over the school year. This year's book club will focus on fiction genres, and you've been asked to choose one novel or short story to represent the genres of science fiction, fantasy, mystery, and realistic fiction. Your challenge will be to select a title for each of the four genres that you believe best represents the specific genre you have made a personal connection with through your own reading, and that will appeal to an audience of your classmates.

After selecting your four novels or short stories, you should use a graphic organizer to present the following information about each title: the genre, the title you've selected to best represent the genre, your personal connection to the title and why you believe it best represents the genre, and reviews of each book from authoritative online sources. You'll choose the first book, read it, and develop a set of ten questions to encourage the participation of your classmates at the first discussion in October. You should prepare at least one question that requires a factual answer, one question that requires an answer that compares and contrasts, one question that requires a hypothesis, and one question that requires evaluation. (An explanation about these types of questions can be found at:

<https://sites.google.com/a/scasd.org/pathfinders/big6-key-to-research/questions-to-fire-up-research>).

[As an alternative, students may choose from a list of genres that the librarian and the teacher have prepared.]

Performance Task Rubric: Leading a Book Discussion of a Genre Novel

English Language Arts Standard, Suggested Grades: 6-8

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Literary Fiction

Criteria for Success

Levels of Achievement	Selecting Appropriate Genre Titles	Preparing a Graphic Organizer & Discussion Questions
3 Proficient	Selects a grade-level-appropriate and engaging literary fiction title for each of the four genres (science fiction, fantasy, mystery, and realistic fiction) and explains concisely how title is an excellent example of genre and personal connection to title.	<ul style="list-style-type: none"> ▪ Develops a concise graphic organizer with all components included: genre, title selected to represent genre best, reviews of title from online sources, reasons for choosing each novel or short story, and order of discussion. ▪ Compiles list of thoughtful questions for discussion that demonstrate understanding of genre to encourage group participation.
2 Developing	Selects a grade-level-appropriate and engaging literary fiction title for three of the four genres (science fiction, fantasy, mystery, and realistic fiction) and explains general reasons for selecting each title.	<ul style="list-style-type: none"> ▪ Develops a graphic organizer with some components included: genre, title selected to represent genre best, reviews of title from online sources, reasons for choosing each novel or short story, and order of discussion. ▪ Compiles list of general questions that are fact-based rather than promoting discussion of book.
1 Needs Improving	Doesn't select a grade-level-appropriate and engaging literary fiction title for each of the four genres (science fiction, fantasy, mystery, and realistic fiction) and provides no reasons or vague reasons for selecting titles.	<ul style="list-style-type: none"> ▪ Develops a graphic organizer with few components included: genre, title selected to represent genre best, reviews of title from online sources, reasons for choosing each novel or short story, and of discussion. ▪ Compiles a list of general questions not appropriate for discussion.

Stage 3 Learning Plan: WHERETO

Performance Task: Leading a Book Discussion of a Genre Novel

Suggested Grades: 6-8

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Knowing about different kinds of books helps you to decide what kinds of books you like to read.”

Hook and Hold to Engage

“Using a speed-dating scenario, you’ll spend several minutes exploring books in each genre. After you’ve explored the books in each genre, make your top choices to read in each genre.”

Explore, Experience, Enable, Equip

Demonstrate several models of graphic organizers to categorize student choices. Provide students with time to look at reading logs, library catalog, prepared lists, and/or reader advisory websites and time to read their books and develop their discussion questions based on the books they’ve chosen.

Rethink, Revise, Rehearse, Refine

Ask students to complete exit tickets based on the rubric that reflects their progress at different stages of the project and facilitate discussions on how they’re progressing.

Evaluate Work and Progress

Ask students to reflect by answering these questions: “Why would I want to read more books from this genre? Which of my questions do I think will generate the most discussion?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide a variety of print and digital graphic organizers. Provide a pre-structured graphic organizer. Increase or decrease the number of genres required, and/or the number and/or the types of questions for discussion. Provide a wide variety of books at varying levels of text complexity for each genre. Ask students to reflect verbally, electronically, or in writing.

Organize and Sequence for Optimal Effectiveness

Cover: Content teachers, timeline and due dates, possible types of graphic organizers.

Uncover: Using graphic organizers, the library catalog, and other tools for selecting reading materials; recommendations of titles in the genres.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Leading a Book Discussion of a Genre Novel

Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Characterizing genres
- Reading and comprehending self-selected literary fiction in a variety of genres
- Creating thought-provoking discussion questions

Instructional Strategies:

- Review the characteristics of genres
- Promote the use of reader advisory tools to select genres
- Model using advanced search strategies for the reader advisory tools
- Coach students in developing thought-provoking questions
- Encourage self- and peer-reflection on progress at all stages of project

Student Learning Experiences:

- Use a graphic organizer to demonstrate knowledge of genres
- Expand knowledge of genres and scope of reading
- Build and refine questions for discussion
- Engage in reflection on reading choices and discussion questions

Sequencing:

- **Prior Knowledge Assessment:** Genres; use of graphic organizers
- **Timeframe:** Long-range, across multiple marking periods

Potential Collaboration:

- English Language Arts, Reading, Social Studies, Science

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Leading a Book Discussion of a Genre Novel

Suggested Grades: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Knowles, Elizabeth, and Martha Smith. <i>Talk about Books!: A Guide for Book Clubs, Literature Circles, and Discussion Groups, Grades 4-8</i>. Westport, CT: Libraries Unlimited, 2003.
Websites	<ul style="list-style-type: none"> ▪ Amazon. < http://www.amazon.com > ▪ goodreads. < https://www.goodreads.com > ▪ Teenreads. < http://www.teenreads.com > ▪ TitlePeek (Destiny). < http://www.follettinternational.com/page/223/Products/TitlePeek™/ >
Apps	<ul style="list-style-type: none"> ▪ Glogster. < http://www.glogster.com > ▪ Prezi. < http://www.prezi.com > ▪ Microsoft Word/Google Drive for text graphic organizers
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Online access with projector

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ "Book Activities." <i>Read If You Like Wikispace</i>. < http%3A%2F%2Friyl.wikispaces.com%2FBook%2BActivities > ▪ "How to Discuss a Book." <i>Lit Lovers</i>. < http://www.litlovers.com/run-a-book-club/lead-a-book-club-discussion > ▪ Lackey, Susie. "Get On Board the Book Speed Dating Train." <i>School Library Journal</i>. < http://www.slj.com/2014/03/programs/get-on-board-the-book-speed-dating-train-programming-for-teens/ >

Big Idea: Effective readers use appropriate strategies to construct meaning.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information

Library Information Concepts: Evaluating and Integrating Diverse Media Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts Standards):

- CC.1.2.6.G** Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- CC.1.2.7.G** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject...
- CC.1.2.8.G** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, multimedia) to present particular topic or idea.

Established Goals (Reading in Science, Reading in History & Social Studies, Business Computer Information Technology Standards):

- CC.3.5.6-8.G** Integrate quantitative or tech info expressed in works in a text with a version of that info expressed visually...
- CC.8.5.6-8.G** Integrate visual information (e.g., in charts, graphs, maps) with other information in print and digital texts...
- 15.3.6-8.E** Choose appropriate print and electronic resources to meet project need.

Understandings (Students will understand that...):

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to):

- Use information from various mediums to understand topic or issue. (Grade 6)
- Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text. (Grade 7)
- Evaluate advantages and disadvantages of how information is presented in different mediums. (Grade 8)
- Integrate information from various mediums to understand topic or issue.

What understandings/competencies will be assessed through this task?

- Use information from various mediums to understand topic or issue. (Grade 6)
- Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text. (Grade 7)
- Evaluate advantages and disadvantages of how information is presented in different mediums. (Grade 8)

Stage 2: Assessment Evidence

Performance Task: Creating Awareness of Global Labor Practices that Exploit Child Labor

Suggested Grades: 6-8

The problems resulting from young people in Southeast Asia working in dangerous conditions for extremely low wages in the manufacturing of inexpensive clothing are in the news frequently. As the president of the Student Action Club at your middle school, you and the other club officers want to help your classmates become aware of these problems and their effects and convince them to make a choice not to purchase clothing from companies that employ exploited young people as workers. You have received permission from your principal to make a presentation as part of an all-school assembly. Your task is to gather facts about these labor practices and to compare various types of messages presented in different media formats on global child labor practices. Your first challenge will be to compare information in various sources in different formats on child labor and choose the most effective medium(s) to convince your classmates that they should consider not purchasing clothes produced by child laborers who have been exploited.

You’ll choose a medium or more than one medium to develop the content for your presentation to the student body. Based on your comparison of the different media formats, you should select the most effective medium(s) to convey best your specific message to your classmates. Your presentation should convey your message clearly and should justify the medium(s) you have selected and your reasons why you have selected these mediums. You should cite correctly the sources you used to identify the most persuasive and accurate information.

Performance Task Rubric: Creating Awareness of Global Labor Practices that Exploit Child Labor

English Language Arts Standards, Suggested Grades: 6-8

Big Idea: Effective readers use appropriate strategies to construct meaning; Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Library & Information Concept: Evaluating and Integrating Diverse Media

Criteria for Success

Levels of Achievement	Comparing the Effectiveness of Diverse Media in Presenting Information	Integrating Information from Diverse Media Sources into Presentation
3 Proficient	Identifies and explains concisely advantages of different mediums in presenting information on the topic effectively.	Uses multiple mediums effectively in presentation to aid understanding of the issue.
2 Developing	Identifies a few advantages and disadvantages of different mediums in presenting information on the topic but does not explain fully.	Uses a few mediums in presentation to aid understanding of the issue.
1 Needs Improving	Identifies only one advantage and disadvantage of different mediums in presenting information on the topic but doesn't explain.	Uses only one medium and/or uses the medium ineffectively in the presentation.

Stage 3 Learning Plan: WHERETO

Performance Task: Creating Awareness of Global Labor Practices that Exploit Child Labor **Suggested Grades: 6-8**

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Some clothing is very inexpensive to buy. Many factors affect your choices when you buy clothing.”

“An effective presentation can persuade an audience.”

Hook and Hold to Engage

Ask students to bring a favorite piece of clothing to class. “Locate on this map the country where the clothing was produced.” Display a tally of countries of origin either digitally or on a chart.

Explore, Experience, Enable, Equip

Ask students to use search skills to locate information in multiple media formats about child labor today in the clothing industry and evaluate each form of media for its effectiveness in providing timely and accurate information and its persuasive emotional appeal.

Rethink, Revise, Rehearse, Refine

Facilitate student comparisons of information presented in various mediums to judge its effectiveness and ease of understanding. Ask students to create storyboards and peer-share storyboards for feedback on concept and presentation. Review the rubric with students to encourage self-assessment.

Evaluate Work and Progress

Conduct a pre-and post-survey of student attitudes about purchasing clothes made by child laborers and if their purchase preferences have changed. Ask students to peer-evaluate the use of various media formats and justifications used in the presentations. Ask students to reflect by answering these questions:

- “What have I learned about using different mediums to present information?”
- “What would I do differently next time in my presentation?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide a list of sources to reduce research time and tip sheets for locating images, articles, and videos. Supply graphic organizers (e.g., storyboard) to help students organize their presentations. Provide choice of medium, with some easier to use and some more difficult. Allow students to work individually, in pairs, or in teams.

Organize and Sequence for Optimal Effectiveness

Cover: Content teacher, guided discovery or overview of child labor topic; librarians, advantages and disadvantages of different types of media based on appeal.

Uncover: Evaluating and citing sources; search techniques for different media formats; persuasive techniques; presentation tools; plagiarism.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Creating Awareness of Global Labor Practices that Exploit Child Labor Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Evaluating examples of persuasive information
- Using various media formats

Instructional Strategies:

- Guide student discovery of contemporary child labor issues
- Incorporate “flipped classroom” concept for gaining background knowledge on a specific topic
- Model refining search strategies, including locating various media formats
- Coach students to locate media forms
- Demonstrate techniques for creating multimedia productions
- Guide students in evaluating their individual presentation styles
- Encourage self- and peer-reflection

Student Learning Experiences:

- Compile a list of media types
- Locate a variety of media formats on a specific topic
- Create a presentation that addresses a specific topic
- Complete a pre- and post-survey to evaluate change in individual student attitudes and perceptions, not only about a contemporary issue, but also about the effectiveness of various types of media
- Reflect on process and presentation

Sequencing:

- **Prior Knowledge Assessment:** Types of media presentation
- **Timeframe:** Mid-range

Potential collaboration:

- U.S. History, Social Studies, English Language Arts

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Creating Awareness of Global Labor Practices that Exploit Child Labor Suggested Grades: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Primary Sources	<ul style="list-style-type: none"> ▪ “Children’s Stories.” <i>Good Weave</i>. <https://www.goodweave.org/about/children_stories> ▪ Google Search: Personal narrative of a child laborer in Bangladesh or China
Websites	<ul style="list-style-type: none"> ▪ “Creative Commons Search.” <i>Creative Commons</i>. <http://search.creativecommons.org> ▪ “Open Clip Art Library.” <i>Open Clip Art</i>. <https://openclipart.org> ▪ <i>Watch Know Learn.org</i>. <http://www.watchknowlearn.org/default.aspx> ▪ <i>Wikimedia Commons</i>. <http://commons.wikimedia.org/wiki/Main_Page> ▪ “World Images.” <i>San Jose State University</i>. <http://worldimages.sjsu.edu> ▪ <i>YouTube</i>. <https://www.youtube.com>
Video	<ul style="list-style-type: none"> ▪ “International Labour Organization: Ending Child Labour by 2016.” <i>YouTube</i>. <https://www.youtube.com/watch?v=rBzoVhw0eck> ▪ “Nike Sweatshops: Behind the Swoosh.” <i>YouTube</i>. <https://www.youtube.com/watch?v=M5uYCWWfuPQ>
Photos/Art Work	<ul style="list-style-type: none"> ▪ AP Images (PowerLibrary) Conduct search with terms: Child labor (can also add country name) ▪ “Children’s Stories.” <i>Good Weave</i>. <https://www.goodweave.org/about/children_stories> ▪ “UNICEF Photo Essay: Child Labour.” <i>UNICEF</i>. <http://www.unicef.org/bangladesh/6505.html>
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Access to laptops, computers, iPads

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<p>Nonfiction</p> <ul style="list-style-type: none"> ▪ Gay, Kathlyn. <i>Child Labor: A Global Crisis</i>. Brookfield, CT: Millbrook, 1998. ▪ Kielburger, Craig, and Kevin Major. <i>Free the Children: A Young Man's Personal Crusade Against Child Labor</i>. New York: HarperCollins, 1998. ▪ Springer, Jane. <i>Listen to Us: The World's Working Children</i>. Toronto: Douglas & McIntyre, 1997. ▪ Wiener, Gary. <i>Child Labor</i>. Detroit: Greenhaven, 2009.
Periodical Articles	<p>Articles from EBSCO or POWER Library:</p> <ul style="list-style-type: none"> ▪ Sok, Chivy. "What Is Child Labor?" <i>Faces</i> April 2006: 8-12. <i>SIRS Discoverer</i>.
Websites	<ul style="list-style-type: none"> ▪ "Child Labor: Frequently Asked Questions." <i>Child Labor Photo Project</i>. <http://www.childlaborphotoproject.org/childlabor.html> ▪ "Child Labour." <i>International Labour Association</i>. <http://www.ilo.org/global/topics/child-labour/lang--en/index.htm#a2> ▪ "Child Labour: Resources for Speakers." <i>UN News Center</i>. <http://www.un.org/en/globalissues/briefingpapers/childlabour/>

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Evaluating Sources; Research Process: Evaluating Sources Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts, Writing in Science, Writing in History & Social Studies, Business Computer Information Technology Standards):

CC.1.4.6-8.I Use clear reasons (6) and acknowledge alternate or opposing claims (7) and support claim with credible sources and understanding of topic...

CC.3.6.6-8.G Gather relevant info from multiple print and digital resources, using search terms effectively; assess credibility; quote while citing properly...

CC.8.6.6-8.G Gather relevant info from multiple print and digital resources, using search terms effectively; assess credibility; quote while citing properly...

CC.1.4.6-8.W Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility of each source...

15.3.6-8.E Choose appropriate print and electronic resources to meet project need.

15.4.6-8.L Evaluate the accuracy and bias of online sources of information; appropriately cite online sources.

Understandings (Students will understand that...):

- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to):

- Identify alternate or opposing claims. Evaluate source for credibility, relevance, currency and accuracy.
- As part of grade-level-appropriate research process: gather information that pertains to topic from various print and digital sources, conduct search using proper search terms, evaluate print and digital sources and information and gather appropriate information. Use only credible sources.

What understandings/competencies will be assessed through this task?

Evaluate various print and digital sources for credibility, relevance, currency, and accuracy.

Stage 2: Assessment Evidence

Performance Task: Preparing a List of Sources for Visitors of the Gettysburg Visitor Center Suggested Grades: 6-8

Interest in the American Civil War (1861-1865) remains high and many people visit Civil War battlefields, especially during the summer months. As a park ranger at the Gettysburg National Military Park, your supervisor has asked you to prepare a list of sources for visitors to use to learn more about the battle after their visit. Your target audience for the resource list will be visitors to the Gettysburg Visitor Center, who can range from casual visitors to experts about the Civil War, and often are families with school-age children. Your task is to prepare a resource list that will be available to middle school students on field trips about the extended battle that took place at Gettysburg between July 1 and July 3, 1863, and the impact of this battle on the direction of the American Civil War. Your challenge will be to identify sources that provide this information.

For these students, you'll create a one-page, annotated "Sources List" that includes five sources that are credible, relevant, current and accurate. You should provide a brief annotation that describes the content of each of the five sources. You should also explain why you chose each source based on your evaluation of it as an appropriate source on the battle of Gettysburg. You should cite correctly the sources you used to identify the most persuasive and accurate information.

[As an alternative, students may choose another Civil War battle from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Preparing a List of Sources for Visitors of the Gettysburg Visitor Center

English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business, Computer, & Information Technology Standards, Suggested Grades: 6-8

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge; Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Evaluating Sources

Criteria for Success

Levels of Achievement	Evaluating Multiple Sources for Credibility, Relevance, Currency and Accuracy	Developing List of Sources
3 Proficient	Justifies use of each source based on a careful evaluation of its credibility, relevance, currency and accuracy.	Presents pertinent information on topic concisely using at least five appropriate print and/or digital sources.
2 Developing	Justifies use of some sources based on a cursory evaluation for credibility, relevance, currency and accuracy.	Presents general information on topic using at least four appropriate print and/or digital sources.
1 Needs Improving	Doesn't justify use of any sources and/or doesn't evaluate source for credibility, relevance, currency and accuracy.	Gathers general or inappropriate information on topic using only one or two appropriate print and/or digital sources and/or uses inappropriate sources.

Stage 3 Learning Plan: WHERETO

Performance Task: Preparing a List of Sources for Visitors of the Gettysburg Visitor Center Suggested Grades: 6-8

Focus on the Students

Why? The value to the student of learning the content/skills

“You can find out today what really happened in the past by using reliable sources of information.”

Hook and Hold to Engage

“Have you ever visited Cascadia?” Show and evaluate one website of an imaginary country (e.g., Cascadia, Masossia, Bergonia) to determine the authority, accuracy, and currency of the information contained on the website. Through discussion, guide students in developing criteria for evaluating websites and ask student to transfer these criteria to the evaluation of print sources.

Explore, Experience, Enable, Equip

Guide the students in developing a source-evaluation tool. Ask students to locate sources and create an annotated list of the best sources in terms of authority, accuracy, relevance, and currency.

Rethink, Revise, Rehearse, Refine

Coach students in examining and revising or refining their lists of selected sources based on credibility by using a source evaluation tool. Review the rubric with students to encourage self-monitoring and self-assessment.

Evaluate Work and Progress

Facilitate student exchange of source lists for peer evaluation. Ask students to reflect by answering these questions:

- “What did I learn about selecting sources to share with visitors?”
- “What did I find most challenging?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide criteria for evaluating sources. Vary the number and/or types of sources required. Allow students to work individually, in pairs, or in teams. Provide alternate topics.

Organize and Sequence for Optimal Effectiveness

Coverage: Source evaluation and citation; annotation writing.

Uncover: Search tools; search strategies; using the library catalog; style guides and web-based bibliographic tools.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Preparing a List of Sources for Visitors of the Gettysburg Visitor Center Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content:

- Locating and evaluating sources on a specific topic
- Creating a source list
- Writing detailed annotations noting value and rationale for inclusion

Instructional Strategies:

- Coach students through search strategies
- Model how to evaluate a source and record its pertinent information
- Model how to write an annotation
- Monitor and provide feedback throughout process
- Encourage self- and peer-reflection

Student Learning Experiences:

- Evaluate websites for fraudulent and/or incorrect information
- Search for print and digital sources
- Work individually to compile sources
- Create annotated source list
- Evaluate a peer's source list
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Citation creation, basic knowledge of Gettysburg and Civil War; types of print and digital sources
- **Timeframe:** Short-range

Potential Collaboration:

- U.S. History, Social Studies, English Language Arts

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Preparing a List of Sources for Visitors of the Gettysburg Visitor Center Suggested Grades: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	Library catalog: The reference and nonfiction collection
Periodicals	<ul style="list-style-type: none"> ▪ <i>American Heritage</i> ▪ <i>Civil War Monthly</i> ▪ <i>Cobblestone</i> ▪ Power Library or other database sources such as <i>American History Online</i> (Infobase)
Websites	<ul style="list-style-type: none"> ▪ Christenson, Karen M. "RAD CAB: Your Vehicle for Website Evaluation." <i>RAD CAB</i>. <http://www.radcab.com/> ▪ Schrock, Kathy. "Critical Evaluation of Information." <i>Kathy Schrock's Guide to Everything</i>. <http://www.schrockguide.net/critical-evaluation.html> ▪ "Website Evaluation Form." <i>Read Write Think</i>. <http://rwtinteractives.ncte.org/view_interactive.aspx?id=177> <p>Examples of Hoax Websites:</p> <ul style="list-style-type: none"> ▪ <i>The Republic of Cascadia</i>. <http://www.zapatopi.net/cascadia> ▪ "Free Forever: Dog Island." <i>The Dog Island</i>. <http://www.thedogisland.com/> ▪ Sweeney, Eunich. "Scheisthaus University: Facts about the Civil War." <i>Idiotica</i>. <http://www.idiotica.com/cranium/encyclopedia/content/civilwar.htm> ▪ "Welcome to Molossia." <i>Republic of Molossia Official Website</i>. <http://www.molossia.org/countryeng.html>
Apps	<ul style="list-style-type: none"> ▪ Easybib ▪ Google Docs ▪ Microsoft Word ▪ Noodletools
Teaching Equipment, Technology	Access to laptops, computers, iPads

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ Bisignani, Dana, and Allen Brizee. "Purdue OWL: Annotated Bibliographies." <i>Purdue OWL</i>. <https://owl.english.purdue.edu/owl/resource/614/01/> ▪ "Johnstown Flood National Memorial." <i>U.S. National Parks Service</i>. (Excellent example of annotated resource list.) <http://www.nps.gov/jofl/forteachers/suggestedreading.htm> ▪ "Using Critical Thinking to Find Trustworthy Websites." <i>Common Sense Media</i>. <https://www.common Sense Media.org/videos/using-critical-thinking-to-find-trustworthy-websites>

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concepts: Research Process: Developing Research Topic and Question(s); Research Process: Effective Inquiry Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business, Computer & Information Technology Standards):

CC.1.4.6-8.V Conduct a short research project drawing on several sources...

CC.3.6.6-8.F Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions...

CC.8.6.6-8.F Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions...

15.3.6-8.C Apply strategies to understand complex directions.

Understandings (Students will understand that...):

- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to):

- As part of grade-level-appropriate research process: develop self-generated, focused research question, develop sub-questions about topic, and use information to answer research questions and further develop questions about topic and discover new information.
- Conduct short research projects.

What understandings/competencies will be assessed through this task?

Develop and refine research questions based on preliminary research.

Stage 2: Assessment Evidence

Performance Task: Developing Research Questions for Medical Researchers Seeking a Cure for a Disease
Suggested Grades: 6-8

Funding for research to help prevent diseases from occurring and to develop cures for specific diseases is critical for improved world health. As the head of a major foundation that funds research in medicine, your task is to distribute 10 million dollars in research funding to develop a possible cure for multiple sclerosis. According to the Multiple Sclerosis Foundation, Multiple sclerosis (or MS) is a chronic, often disabling disease that attacks the central nervous system (CNS), which is made up of the brain, spinal cord, and optic nerves (<http://www.nationalmssociety.org/about-multiple-sclerosis/what-we-know-about-ms/what-is-ms/index.aspx>). Your target audience will be teams of competing scientists applying for research funding from the foundation. You'll develop a list of research questions to ask the scientists so that you can decide which team of scientists you think has the best potential to develop a cure. Your challenge will be to develop questions that probe beyond the basics of the impact of the disease.

After reading current articles on multiple sclerosis, you'll develop a list of eight questions with at least one fact question, one compare/contrast question, one hypothesizing question and one evaluating question. (An explanation about these types of questions can be found at <https://sites.google.com/a/scasd.org/pathfinders/big6-key-to-research/questions-to-fire-up-research>). The articles you consult to develop your questions should be either chosen by your teacher, or if selected by you, should be approved by your teacher. Your list of questions for the researchers should represent the types of questions identified and require higher-level critical thinking skills.

[As an alternative, students may choose a disease from a list of diseases the librarian and the teacher have compiled.]

Performance Task Rubric: Performance Task: Developing Research Questions for Medical Researchers Seeking a Cure for a Disease
English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business, Computer & Information Technology Standards, Suggested Grades: 6-8

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge.
Library & Information Concepts: Effective Inquiry; Developing Research Topic & Question(s)

Criteria for Success

Levels of Achievement	Developing Different Types of Questions	Developing Effective Questions
<p align="center">3 Proficient</p>	<p>Develops a list of eight questions that include at least one question for each of these four types: factual, comparing/contrasting, hypothesizing, and evaluating aspects of the disease beyond its basic impact.</p>	<p>Creates focused, concise questions that require detailed responses on specific aspects of the disease to help the decision-maker award the grant.</p>
<p align="center">2 Developing</p>	<p>Develops a list of seven or fewer questions but doesn't include at least one question for each of these four types: factual, comparing/contrasting, hypothesizing, and evaluating specific aspects of the disease.</p>	<p>Creates more general questions that require responses on several specific aspects of the disease to help the decision-maker award the grant.</p>
<p align="center">1 Needs Improving</p>	<p>Develops a list of six or fewer questions and/or doesn't include at least one question for each of these four types: factual, comparing/contrasting, hypothesizing, and evaluating specific aspects of the disease.</p>	<p>Creates unfocused or inappropriate general questions that don't require detailed responses on specific aspects of the disease to help the decision-maker award the grant.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Developing Research Questions for Medical Researchers Seeking a Cure **Suggested Grades: 6-8**

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“Knowing what questions to ask and where to find the answers can save lives.”

Hook and Hold to Engage

Ask: “What if I told you that the school board is considering instituting uniforms for the next school year? How might our school be different if uniforms were required for students? Is it fair to require girls to wear skirts and boys to wear ties?” Encourage students to discuss their answers. From this discussion, lead into a presentation on various types of questions.

Explore, Experience, Enable, Equip

Explore different types of questions (e.g., use the questioning website: <https://sites.google.com/a/scasd.org/pathfinders/big6-key-to-research/questions-to-fire-up-research>). Introduce preselected sources and demonstrate search strategies. Ask students to search the preselected sources and generate their questions about a specific disease

Rethink, Revise, Rehearse, Refine

Check progress mid-way through the project by asking students to submit their first four questions and identify which of the categories each question represents. Review the rubric with students to encourage self-monitoring and self-assessment.

Evaluate Work and Progress

Assign students to role-play members of the board and ask their questions to the scientists. Ask students to reflect by answering this question:

- “What types of questions generated the best in-depth discussion?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Allow students to conduct their own research on MS or on another disease from a prepared list of diseases. Provide sources with a range of text complexity. Allow students to work individually, in pairs, or in small groups.

Organize and Sequence for Optimal Effectiveness

Cover: Content teacher, overview of competition for grant money and how organizations make award decisions; librarian, types of questions and how research leads to more questions.

Uncover: Evaluating sources; reading for analysis and synthesis; note-taking; question writing; citations.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Developing Research Questions for Medical Researchers Seeking a Cure Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Characterizing types of questions
- Developing high-quality research questions on a specific topic

Instructional Strategies:

- Model developing high-quality research questions
- Demonstrate online reading strategies for specific recommended sources
- Encourage self- and peer-reflection

Student Learning Experiences:

- Develop probing research questions
- Revise, refine, and rehearse research questions
- Self-reflect on the development of questions

Sequencing:

- **Prior Knowledge Assessment:** Online reading skills; note-taking; definition of a disease
- **Timeframe:** Mid-range

Potential Collaboration:

- Health, Science

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Developing Research Questions for Medical Researchers Seeking a Cure Suggested Grades: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Periodical Articles	Access through POWER Library: <ul style="list-style-type: none"> ▪ Consumer Health ▪ EBSCOHost Web
Websites	Medical organization websites devoted to the disease (i.e., National Multiple Sclerosis Society): <ul style="list-style-type: none"> ▪ <i>BBC Science and Nature</i>. <http://www.bbc.co.uk/science/humanbody/> ▪ <i>Center for Disease Control</i>. <http://www.cdc.gov/diseasesconditions/> ▪ <i>DMOZ</i>. <http://www.dmoz.org/Kids_and_Teens/Health/Conditions_and_Diseases/> ▪ <i>Kid's Health</i>. <http://kidshealth.org/> ▪ <i>Mayo Clinic</i>. <http://www.mayoclinic.org/diseases-conditions> ▪ <i>Medicine Net</i>. <http://www.medicinenet.com/diseases_and_conditions/article.html> ▪ "Medline Plus: Trusted Health Information for You." <i>U.S. National Library of Medicine</i>. <http://www.nlm.nih.gov/medlineplus/> ▪ <i>WebMD</i>. <http://www.webmd.com/> ▪ <i>Yahoo Health</i>. <https://www.yahoo.com/health>
Teaching Equipment, Technology	<ul style="list-style-type: none"> ▪ Access to laptops, computers, iPads ▪ Microsoft Word or Google Docs for student production of questions ▪ Questioning Website. <https://sites.google.com/a/scasd.org/pathfinders/big6-key-to-research/questions-to-fire-up-research>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Harris, Bryan. <i>Creating a Classroom Culture That Supports the Common Core: Teaching Questioning, Conversation Techniques, and Other Essential Skills</i>. New York: Routledge, Taylor & Francis, 2014.
Periodical Articles	<ul style="list-style-type: none"> ▪ Ciardiello, Angelo V. "Did You Ask a Good Question Today? Alternative Cognitive and Metacognitive Strategies." <i>Journal of Adolescent & Adult Literacy</i> 42.3 (Nov. 1998): 210. <i>JStor</i>. <https://sites.google.com/a/scasd.org/pathfinders/big6-key-to-research/questions-to-fire-up-research>
Websites	<ul style="list-style-type: none"> ▪ Schwartz, David H. "Not All Scientific Studies Are Created Equal." <i>TED-Ed</i>.< http://ed.ted.com/lessons/not-all-scientific-studies-are-created-equal-david-h-schwartz > ▪ "Search Tips: MedlinePlus." <i>U.S National Library of Medicine</i>. <http://www.nlm.nih.gov/medlineplus/searchtips.html> ▪ "Who Pays for Science?" <i>Understanding Science</i>. Univ. of California. <http://undsci.berkeley.edu/article/0_0_0/who_pays >

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concepts: Using Information Ethically & Responsibly Research Process: Note-taking Strategies and Presenting Research Findings Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts & Business, Computer, & Information Technology Standards):

CC.1.4.6-8.S Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade level reading standards...

CC.1.4.6-8.W Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility of each source...

15.3.6-8.I Distinguish between relevant and non-relevant info for note-taking, questioning or decision making. **Established Goals (Writing in**

Science, Writing in History & Social Studies Standards):

CC.3.6.6-8.G Gather relevant info from multiple print and digital resources, using search terms effectively; assess credibility; quote while citing properly...

CC.8.6.6-8.G Gather relevant info from multiple authoritative print and digital sources...follow standard citation format...

Established Goals (English Language Arts Standard):

CC.1.4.6-8.W Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility of each source...

Understandings (Students will understand that...):

- Effective research requires the use of varied resources to gain or expand knowledge.
- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Responsible citizens use information ethically and productively in a global society.

Competencies (Students will know/be able to):

As part of grade-level-appropriate research process, make conclusions about information in sources, use quotes and paraphrasing in work without plagiarizing. Cite sources using standard bibliographic citation format.
Draw relevant evidence from text to answer information need using grade-level-appropriate note-taking skills.

What understandings/competencies will be assessed through this task?

Drawing relevant information from text using note-taking skills and citing sources.

Stage 2: Assessment Evidence

Performance Task: Researching Biographical and Critical Information about an Artist

Suggested Grades: 6-8

As a curator at the art museum of your city, you are searching for biographical information about the famous young American artist Jean-Michael Basquiat and critical evaluations of his work because two of his paintings have been acquired by the museum and will be displayed in a new exhibition. Your task to prepare for this exhibition is to create a one-page brochure that provides biographical information about the artist and a critical overview of his paintings. Your audience will be groups of middle school and high school students who will be visiting the exhibition during the school year.

In preparing the information brochure, you'll include at least one quotation about Basquiat and his paintings from the artist himself and at least two quotations from other artists and from critics that help to explain the themes and style of his paintings in language that is understandable to your audience of young people. You should utilize a note-taking system to paraphrase and organize the information that you find and accurately cite the quotations that you decide to use. You should include a list of at least three sources that you consulted to identify the most persuasive and accurate information and interesting quotations. You should cite our sources correctly.

[As an alternative, students may choose an artist from a list the librarian and the teacher have compiled.]

Performance Task Rubric: Researching Biographical & Critical Information about an Artist
English Language Arts & Business, Computer, & Information Technology Standards, Suggested
Grades: 6-8

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge; Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Using Information Ethically & Responsibly; Research Process: Note-taking Strategies & Presenting Research Findings

Criteria for Success

Levels of Achievement	Taking Notes Systematically on Topic	Citing Sources
<p align="center">3 Proficient</p>	<p>Uses note-taking system as instructed, including a minimum of three quotations.</p>	<ul style="list-style-type: none"> ▪ Uses pertinent evidence from at least three sources to draw credible conclusions. ▪ Cites all sources accurately using standard bibliographic citation format.
<p align="center">2 Developing</p>	<p>Attempts to follow note-taking system as instructed, using at least two quotations.</p>	<ul style="list-style-type: none"> ▪ Uses evidence from one or two information sources to draw adequate conclusions. ▪ Cites some sources accurately using standard bibliographic citation format.
<p align="center">1 Needs Improving</p>	<p>Doesn't follow note-taking system as instructed and/or doesn't include any quotations.</p>	<ul style="list-style-type: none"> ▪ Uses minimal evidence from only one information source to draw inadequate conclusions. ▪ Doesn't cite source accurately using standard bibliographic citation format.

Stage 3 Learning Plan: WHERETO

Performance Task: Researching Biographical and Critical Information about an Artist **Suggested Grades: 6-8**

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“Studying a topic can inspire you.”

Hook and Hold to Engage

“Art is a form of expression. How do you express yourself through the arts, such as music, poetry, film, and cartoons?” Facilitate students in using a brainstorming tool (e.g., *Lino* or *Answer Garden*) to generate suggestions about how they express themselves.

Explore, Experience, Enable, Equip

Guide students to select an artist whose medium or technique reflects their own preferences. Encourage students to create a graphic organizer for note-taking or provide one. Coach students in locating biographical and critical information about their artist and art form. Demonstrate collecting images using a research process (e.g., *Big6* model). Provide research time for students to create their informational piece about the artist they have selected. Review the use of a bibliographic system to cite sources.

Rethink, Revise, Rehearse, Refine

Preview student notes and citations to provide feedback for improvement. Provide opportunities for peer review at several steps in the process of creating the brochures. Review the rubric with students to encourage self-monitoring and self-assessment.

Evaluate Work and Progress

Facilitate students exchanging brochures and peer-reviewing across classes. Ask students to reflect by answering these questions:

- “Was my note-taking strategy effective?”
- “Did I gather and synthesize useful information?”
- “Did I share my information ethically in an attractive brochure?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide the option of designing a print or digital brochure. Expand or limit the information and the number and/or types of sources required for the brochure. Provide the option of a print or a digital brochure.

Organize and Sequence for Optimal Effectiveness

Cover: Content teacher, types and styles of art forms; librarian, creating graphic organizers for note-taking and bibliographic citations, creating a brochure.

Uncover: Sources to use in preparing report and brochure format.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Researching Biographical and Critical Information about an Artist **Suggested Grades: 6-8**

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Applying a research process
- Selecting an efficient and effective note-taking method
- Developing a brochure on a specific topic
- Using paraphrasing and direct quotations and citing the sources correctly

Instructional Strategies:

- Facilitate a brainstorming activity to encourage students to “express” themselves
- Review the research process
- Demonstrate note-taking strategies and creating a graphic organizer
- Model using paraphrasing and using direct quotations
- Demonstrate how to format a citation
- Encourage self- and peer-reflection

Student Learning Experiences:

- Take notes
- Create a graphic organizer
- Select quotations for the brochure using the correct citation format
- Create a brochure
- Peer review brochures
- Self-reflect on the process

Sequencing:

- **Prior Knowledge Assessment:** Research process; using various formats to create a brochure
- **Time Frame:** Mid-range

Potential Collaboration:

- Art, Music, History, Physical Education, Foreign Language, Math, English Language Arts

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Researching Biographical and Critical Information about an Artist Suggested Grades: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Marks, Claude. <i>World Artists, 1950-1980: An H.W. Wilson Biographical Dictionary</i>. New York: H.W. Wilson, 1984. ▪ <i>McGraw-Hill Encyclopedia of World Biography</i>. New York: McGraw-Hill, 1973.
Websites	<ul style="list-style-type: none"> ▪ "ArtLex Art Dictionary." <i>ArtLex</i>. <http://www.artlex.com> ▪ <i>The Art Story</i>. <http://www.theartstory.org/> ▪ <i>Art Cylopedia</i>. <http://www.artcylopedia.com/> ▪ <i>BBC Your Paintings</i>. <http://www.bbc.co.uk/arts/yourpaintings/artists> ▪ <i>Sweet Search Biographies</i>. <http://www.sweetsearch.com/biographies?categories=people_occupation_artist> ▪ <i>Art Babble</i>. <http://www.artbabble.org/> ▪ <i>Bio</i>. <http://www.biography.com/> ▪ <i>Web Museum Paris</i>. <http://www.ibiblio.org/wm/paint/auth/> ▪ <i>Van Gogh Gallery</i>. <http://www.vangoghgallery.com/artistbios/> (Contains other famous artist biographies) ▪ <i>Smart History</i>. <http://smarthistory.khanacademy.org/> ▪ <i>Totally History</i>. <http://smarthistory.khanacademy.org/>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ <i>Big6</i>. <http://big6.com/> ▪ Dean, Deborah. "Brochures: Writing for Audience and Purpose." <i>Readwritethink.org</i>. <http://www.readwritethink.org/classroom-resources/lesson-plans/brochures-writing-audience-purpose-1002.html?tab=1#tabs> ▪ Geiger, Susan, and Debbie Abilock. "The Ethical Researcher: Notemaking and Notetaking Links." <i>Noodletools</i>. <http://www.noodletools.com/debbie/ethical/notelinx.html> ▪ <i>Readwritethink.org</i>. <http://www.readwritethink.org/> ▪ <i>Guided Inquiry</i>. <https://www.comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm> ▪ <i>Information Age Inquiry</i>. <http://www.virtualinquiry.com/inquiry/stripling.htm> (handouts and overview of creating an effective brochure: writing for audience and purpose)
Apps	<ul style="list-style-type: none"> ▪ <i>Bubbl</i>. <https://bubbl.us/> ▪ <i>Answer Garden</i>. <http://answergarden.ch/> ▪ <i>Lino</i>. <http://en.linoit.com/>

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Drawing Evidence: Primary & Secondary Sources and Selecting Informational Texts & Literary Non-Fiction Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts, Reading in History & Social Studies, Reading & Writing in Science Standards):

CC.1.2.6-8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently...

CC.3.5.6-8.I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.

CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.

Understandings (Students will understand that...):

Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to):

- Use and cite specific textual evidence in primary and secondary sources and analyze the relationship between these sources.
- Independently, locate and select literary non-fiction and informational texts on grade level
- Independently, use various print and digital reference sources.

What understandings/competencies will be assessed through this task?

Locate, select and use a variety of primary and secondary in various formats.

Stage 2: Assessment Evidence

Performance Task: Drawing Evidence from Primary and Secondary Resources about Abraham Lincoln

Suggested Grades: 6-8

Abraham Lincoln is considered by historians to be one of the most important and admired presidents in the history of the United States. As a member of an editorial team at a major publishing company, you are gathering primary and secondary sources for an informational text about Abraham Lincoln to be published for young readers in middle school. Your task is to identify three quotations from Abraham Lincoln himself to enhance the information in the text. You'll select three quotations from Lincoln's writings or speeches: one that represents his humor, one that represents his beliefs about the reunification of the United States, and one that represents his views on the emancipation of slaves.

Your team should select these three quotations by examining primary and secondary sources that are informational texts and literary non-fiction. Your challenge will be to select the most memorable quotations from among multiple choices. You'll use print and/or digital repositories of primary source material on Lincoln (for example *American Memory* from the Library of Congress: <http://memory.loc.gov/ammem/index.html>) as well as secondary sources from the library. You'll defend your selection to the teacher/chief editor of the book. Your team should create an annotated list of the primary and authoritative secondary sources you consulted to select your three quotations (for example, Lincoln's speeches, writings, and interviews), identifying the quotation you have selected, citing each source properly and identifying it as a primary or secondary source, and expressing your critical opinion of the relevance of each quotation to enhance the text and to engage the reader.

[As an alternative, students may choose a notable person from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Drawing Evidence from Primary & Secondary Sources about Abraham Lincoln

English Language Arts and Reading in History and Social Studies Standards, Suggested Grades 6-8

Big Idea: Effective Readers use appropriate strategies to construct meaning.

Library & Information Concepts: Selecting Informational Texts & Literary Nonfiction and Drawing Evidence: Primary & Secondary Sources

Criteria for Success

Levels of Achievement	Drawing Evidence from Primary & Secondary Sources (Information Texts and Literary Nonfiction)
<p style="text-align: center;">3 Proficient</p>	<ul style="list-style-type: none"> ▪ Identifies and utilizes multiple appropriate primary and secondary information texts and literary nonfiction sources. ▪ Identifies each source accurately as either primary or secondary information texts and literary nonfiction. ▪ Selects three appropriate quotations and explains coherently why each is relevant.
<p style="text-align: center;">2 Developing</p>	<ul style="list-style-type: none"> ▪ Identifies and utilizes at least one appropriate primary and one secondary information texts and literary nonfiction source. ▪ Identifies several sources accurately as either primary or secondary. ▪ Selects two appropriate quotations and explains each in general terms.
<p style="text-align: center;">1 Needs Improving</p>	<ul style="list-style-type: none"> ▪ Identifies and utilizes only one appropriate primary source or only one appropriate secondary information text and literary nonfiction source. ▪ Is unable to identify sources as either primary or secondary. ▪ Selects only one quotation and/or the quotation doesn't relate to the required topic.

Stage 3 Learning Plan: WHERETO

Performance Task: Drawing Evidence from Primary and Secondary Sources about Abraham Lincoln Suggested Grades: 6-8

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“People are often remembered for what they have said; their speeches, letters, and diaries are called primary sources.”

Hook and Hold to Engage

“People are often remembered for what they say. Who said ‘I have a dream . . .’? What’s your favorite quotation and who said it?” If students can’t provide the author of the quotation, ask them to search for the answer.

Explore, Experience, Enable, Equip

Use examples to demonstrate the differences between primary and secondary sources. Ask students to identify a quotation that represents Lincoln’s humor, beliefs about reunification, and views on the emancipation of slaves. Model drafting a concise rationale for the quotation selected. Clarify that students must defend the quotations they have selected. Review how to cite a source.

Rethink, Revise, Rehearse, Refine

Check students’ quotations to ensure that they have selected quotations from both primary and secondary sources. Guide students to compare the wording of their selected quotation in both their primary and secondary sources. Review the rubric with students to encourage self-monitoring and self-assessment.

Evaluate Work and Progress

Pair students to exchange their quotation selections and defend their choices of quotations and their rationales for selecting these. Ask students to reflect by answering this question:

- “How was I able to differentiate between my primary and secondary sources?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Expand or reduce the number of quotations or categories required. Provide a list of sources. Allow students to work individually, in pairs, or in small groups.

Organize and Sequence for Optimal Effectiveness

Cover: Primary and secondary sources; selecting quotations; constructing rationales
Uncover: Search strategies; evaluating websites; using bibliographic tools

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Drawing Evidence from Primary and Secondary Sources about Abraham Lincoln Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Analyzing differences between a primary and a secondary source on the same topic
- Locating and comparing primary and secondary sources for quotations
- Selecting appropriate quotations and developing rationales for their justification
- Creating an annotated list of sources with citations

Instructional Strategies:

- Demonstrate differences between primary and secondary sources using examples
- Model effective search strategies
- Illustrate how authors of secondary sources edit and interpret quotes from primary sources
- Model constructing a rationale for each quotation choice and citing its source correctly
- Encourage self- and peer-reflection

Student Learning Experiences:

- Identify and locate appropriate primary and secondary sources
- Select quotations that match the criteria
- Compile appropriate quotations and provide a rationale for each
- Peer-evaluate annotated lists of classmates
- Complete a self-evaluation

Sequencing:

Prior Knowledge Assessment: Citations; note-taking; persuasive writing; basic knowledge of Lincoln and the American Civil War

- **Time Frame:** Mid-range

Potential Collaboration

- Social Studies, English Language Arts

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Drawing Evidence from Primary and Secondary Sources about Abraham Lincoln **Suggested Grades: 6-8**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Holzer, Harold, editor. <i>Abraham Lincoln, the Writer: A Treasury of His Greatest Speeches and Letters</i>. Honesdale, PA: Boyds Mills, 2000. ▪ Ireland, Bobbi. <i>Abraham Lincoln and His Era: Using the American Memory Project to Teach with Primary Sources</i>. Santa Barbara, CA: Libraries Unlimited, 2010. ▪ Meltzer, Milton, and Stephen Alcorn. <i>Lincoln, in His Own Words</i>. New York: Harcourt Brace, 1993.
Primary Sources	<ul style="list-style-type: none"> ▪ "Abraham Lincoln Papers at the Library of Congress." <i>Library of Congress</i>. <http://www.memory.loc.gov/ammem/alhtml/malhome.html> (Searchable by keyword) ▪ <i>Abraham Lincoln Primary Sources</i>. <http://www.civilwar.org/education/history/lincoln-hub/lincoln-primary-sources/lincoln-primary-sources.html> ▪ College of Law. <i>The University of Oklahoma</i>. <http://www.law.ou.edu/hist/> ▪ <i>DocsTeach</i>. <http://docsteach.org/documents/search?mode=browse&menu=open&era[]=civil-war-and-reconstruction> ▪ <i>Our Documents</i>. <http://www.ourdocuments.gov/content.php?page=search>
Websites	<p>Quotations</p> <ul style="list-style-type: none"> ▪ <i>Abraham Lincoln Online</i>. <http://www.abrahamlincolnonline.org/lincoln/speeches/quotes.htm> <p>Information about Abraham Lincoln</p> <ul style="list-style-type: none"> ▪ "Abraham Lincoln A Resource Guide." <i>Library of Congress</i>. <http://www.loc.gov/rr/program/bib/presidents/lincoln/> ▪ "Artifacts of Assassination." American Treasures of the Library of Congress. Library of Congress. <http://www.loc.gov/exhibits/treasures/trm012.html> ▪ <i>Lincoln Net</i>. <http://lincoln.lib.niu.edu/aboutinfo.html> <p>Search strategies</p> <ul style="list-style-type: none"> ▪ "Responsible Search Strategies for Kids." <i>Common Sense Media</i>. <https://www.common Sense Media.org/blog/responsible-search-strategies-for-kids> ▪ "Teaching Internet Search Strategies." <i>Free Technology for Teachers</i>. <http://www.freetech4teachers.com/2009/01/teaching-internet-search-strategies.html#.U-6yyfldWSo> <p>Teaching with Primary Sources</p> <ul style="list-style-type: none"> ▪ "Getting Started with Primary Source Research for Teachers and Students." <i>National Archives and Records Administration</i>. <http://www.archives.gov/education/research/index.html> ▪ Teaching with Primary Sources." <i>Library of Congress</i>. <http://www.loc.gov/teachers/tps/about/> ▪ "Teaching with Primary Sources." <i>Pearson Prentice Hall: ETeach</i>: Pearson Education. <http://www.phschool.com/eteach/social_studies/2000_11/essay.html> ▪ "Teaching with Primary Sources." <i>Smithsonian Source</i>. <i>Smithsonian Institution</i>, 2007. <http://www.smithsoniansource.org/tea/viewdetails.aspx>
Spoken Word	<ul style="list-style-type: none"> ▪ Lincoln, Abraham, and Alan Sklar. <i>Speeches and Writings of Abraham Lincoln</i>. Old Saybrook: Tantor Audio, 2011.
Apps	<ul style="list-style-type: none"> ▪ Noodletools ▪ Easybib ▪ Word, Google docs

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Research Process: Synthesizing Information; Drawing Evidence from Text Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts & Business, Computer, & Information Technology Standards):

CC.1.4.6-8.S Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade level reading standards...

CC.1.4.6-8.W Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility of each source...

15.3.6-8.I Distinguish between relevant and non-relevant info for note-taking, questioning or decision making.

15.4.6-8.L Evaluate the accuracy and bias of online sources of information; appropriately cite online resources. **Established Goals (Writing in Science, Writing in History & Social Studies Standards):**

CC.3.6.6-8.H Draw evidence from informational texts to support analysis reflection and research.

CC.8.6.6-8.H Draw evidence from informational texts to support analysis reflection and research.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to):

- Select information from informational texts that support analysis, reflection and research.
- As part of grade-level appropriate research process: draw conclusions from evidence in information sources and use quotes, paraphrasing and summaries in work without plagiarizing. Cite sources using standard bibliographic citation format.
- Identify wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experience as examples of grade-level appropriate literature or literary non-fiction. Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). Draw evidence from text to answer information need.

What understandings/competencies will be assessed through this task?

Draw conclusions using analysis, reflection, and research from information sources.

Stage 2: Assessment Evidence

Performance Task: Identifying an Animal from Its Bones

Suggested Grades: 6-8

It is possible to identify the species of an animal from its bones. As a biologist who works for the natural history museum in your city, you are asked by our supervisor to determine the origin of a set of animal bones found at the site of the new soccer field and to prepare for an interview with a reporter for the local newspaper once you have made your determination. Your target audience will be the readers of the local newspaper. Given this collection of animal bones, your challenges will be to choose and consult at least three different sources to determine what species of animal these bones are from and to be able to answer questions about that animal in your interview with the reporter.

You'll choose a small animal, and using at least three reliable sources, you'll develop a list of its characteristics that identify the animal only by its bones. You'll make a list of the animal's characteristics to demonstrate that you consulted at least three credible sources to confirm your identification. You'll then develop a list of at least ten potential interview questions you might be asked by the reporter and prepare specific answers to the 5 W's (who, what, when, where, why) about the discovery of the bones and the animal itself based on its characteristics. You should include a bibliography of the sources you consulted cited correctly to provide to the reporter.

[As an alternative, students may choose an environmental issue from a list that the librarian and the teacher have compiled and determine possible causes and methods for resolving it.]

Performance Task Rubric: Identifying an Animal from Its Bones
Writing in Science & Technology & Writing in History & Social Studies Standards, Suggested Grades 6-8

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concepts: Synthesizing Information; Drawing information from text

Criteria for Success

Levels of Achievement	Drawing Conclusions from Evidence in Information Sources and Citing Sources	Developing Questions for Interview
<p align="center">3 Proficient</p>	<ul style="list-style-type: none"> ▪ Uses pertinent evidence from at least three sources to draw credible conclusions. ▪ Cites all sources accurately using standard bibliographic citation format. 	<p>Develops at least ten thoughtful, well-developed questions and complete answers that address the five Ws: who, what, when, where, why.</p>
<p align="center">2 Developing</p>	<ul style="list-style-type: none"> ▪ Uses evidence from one or two information sources to draw adequate conclusions. ▪ Cites some sources accurately using standard bibliographic citation format. 	<p>Develops at least eight questions and complete answers that address the five W's: who, what, when, where, why.</p>
<p align="center">1 Needs Improving</p>	<ul style="list-style-type: none"> ▪ Uses minimal evidence from only one information sources to draw inadequate conclusions. ▪ Cites sources inaccurately and/or doesn't use standard bibliographic citation format. 	<p>Develops general or inappropriate questions and/or doesn't prepare answers that address the five Ws: who, what, when, where, why.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Identifying an Animal from Its Bones

Suggested Grades: 6-8

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Solving mysteries depends on using accurate and accessible information.”

Hook and Hold to Engage

“How many of you watch CSI? Did you know that there are forensic detectives for animals?” Show a video from a website (e.g., “How Stuff Works, Animal Forensics”: <http://animals.howstuffworks.com/animal-facts/animal-detective2.htm> or “U.S. Fish and Wildlife Services Animal Forensics”: <http://www.fws.gov/lab/>).

Explore, Experience, Enable, Equip

Provide students with artifacts of animal bones or with pictures of animal bones from books or from www.boneid.net. Guide the class in developing a research organizer that addresses the 5W questions (i.e., Who? What? When? Where? Why?). Provide students with search strategies and/or sources. Demonstrate methods of citing sources.

Rethink, Revise, Rehearse, Refine

Check with students after they identify their animal bones to make sure the identification is the correct, after they have developed their 5W questions, and after they cite their sources. Review the rubric with students to encourage self-monitoring and self-assessment.

Evaluate Work and Progress

Evaluate questions and citations. After students have composed their guiding questions and collected their evidence, pair each student with a partner who role-plays a reporter interviewing the researcher. Ask the reporter to complete a questionnaire about the validity of the information presented by the researcher. Ask students to reflect by answering these questions:

- “How did the quality of information help me make an accurate determination of the bones?”
- “How did asking quality questions help me solve my problem?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Allow students work in pairs, in teams, or individually; provide the name of the animal when students receive the photos; require or provide sources to cite; provide options for presentations (e.g., digital broadcast, news broadcast, panel discussion). Use “flipped-classroom” technique by having students view video(s) outside class.

Organize and Sequence for Optimal Effectiveness

Cover: Content teacher, bone identification (e.g., measurement) and forensic methods; animal biology.
Uncover: Librarian, citation techniques and research organizers.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences	
Performance Task: Identifying an Animal from Its Bones	Suggested Grades: 6-8
Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies	
Content/Skill:	
<ul style="list-style-type: none"> ▪ Developing probing interview questions and valid answers ▪ Drawing conclusions from sources ▪ Supporting conclusions with evidence ▪ Citing sources 	
Instructional Strategies:	
<ul style="list-style-type: none"> ▪ Demonstrate search strategies for locating articles on a topic in various sources ▪ Model note-taking strategies and creating research organizers ▪ Review citation format process ▪ Model developing probing interview questions using the 5 W's ▪ Coach students on their oral presentation skills ▪ Encourage self and peer reflection 	
Student Learning Experiences:	
<ul style="list-style-type: none"> ▪ Reach a conclusion and support conclusion with evidence ▪ Use a research organizer ▪ Cite sources ▪ Participate in an interview ▪ Review with peers ▪ Prepare a self-reflection 	
Sequencing:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Assessment: Knowledge of the five W's; searching skills; animal physiology, anatomy terminology ▪ Timeframe: Mid-range 	
Potential Collaboration:	
<ul style="list-style-type: none"> ▪ Science, Biology, English Language Arts, History 	

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Identifying an Animal from Its Bones

Grade Band: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Kallner, Donna Jackson, and Charlie Fellenbaum. <i>The Bone Detectives How Forensic Anthropologists Solve Crimes and Uncover Mysteries of the Dead</i>. Boston: Little, Brown, 1996. ▪ _____, Wendy Shattil, and Robert Rozinski. <i>The Wildlife Detectives: How Forensic Scientists Fight Crimes against Nature</i>. Boston: Houghton Mifflin, 2000.
Websites	<ul style="list-style-type: none"> ▪ 3D Museum.org. <http://3dmuseum.org/> ▪ A-Z Animals. <http://a-z-animals.com/animals/> ▪ Animal Diversity Web. <http://animaldiversity.ummz.umich.edu/> ▪ "The Basic Animal Groups." <i>About.com</i>: <http://animals.about.com/od/animal-facts/tp/animal-groups.htm> ▪ <i>Boneld.net</i>. <http://www.boneid.net> ▪ Hughes, Monica. "Animal Skeletons." <i>Oxford University Museum of Natural History</i>. <http://www.oum.ox.ac.uk/educate/resource/aniskel.pdf>
Video	<ul style="list-style-type: none"> ▪ "Forensics: Bill Nye The Science Guy." <i>YouTube</i>. <https://www.youtube.com/watch?v=exhyN5wPjQ8> ▪ France, Diane. "The Bone Detective." <i>YouTube</i>. <https://www.youtube.com/watch?v=KcnGybzFhJM>
Community/Human Resources	<ul style="list-style-type: none"> ▪ Local museum of natural history or nature center (Some facilities also have bone sets to loan to schools.)
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Access to laptops, computers, iPads

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Realia	<ul style="list-style-type: none"> ▪ Collection of bones (Check with local museums, nature centers, universities)
Websites	<ul style="list-style-type: none"> ▪ <i>Boneld.net</i>. <http://www.boneid.net> ▪ Hughes, Monica. "Animal Skeletons." <i>Oxford University Museum of Natural History</i>. <http://www.oum.ox.ac.uk/educate/resource/aniskel.pdf>

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Preparing Multimedia Presentations; Producing and Publishing with Technology Grade Band 6-8

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.4.8.U Use technology to produce writing and present the relationships between info and ideas efficiently as well as to interest and collaborate

CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information and strengthen claims and evidence.

Established Goals (Writing in Science & Technology, Writing in History & Social Studies, & Business, Computer, & Information Technology Standards)

CC.3.6.8.E Use technology to produce writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.8.E Use technology to produce writing and present the relationships between information and ideas clearly and efficiently.

15.3.8.W Use electronic communication with peers and/or educators to produce a work product.

15.4.6-8.K Create a multimedia project using student-created digital media.

Understandings (Students will understand that...):

- Effective speakers prepare and communicate messages to address the audience and purpose.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Responsible citizens use information ethically and productively in a global society.

Competencies (Students will know/be able to):

- Integrate multimedia components and visual displays into presentations to make these exciting and to clarify research and show research.
- Use technology ethically to produce and publish writing, present relationships between information and ideas and interact and collaborate with others.
- Select and utilize appropriate multimedia to create digital media. Use digital media legally and ethically, practicing Educational Fair Use.

What understandings/competencies will be assessed through this task?

Ethically produce digital multimedia to clarify and enhance the information in a presentation.

Stage 2: Assessment Evidence

Performance Task: Creating a Video Preview Trailer to Promote a Book to Read

Suggested Grades: 6-8

The success of a newly published book in finding readers is built upon encouraging potential readers to purchase the book or borrow the book from a library. Publicists who work for publishers are responsible for marketing books to bookstores and libraries and ultimately to potential readers. As a publicist for a major publishing firm in New York City, you have been assigned by your Marketing Director to publicize a new suspense novel for young adults. Your target audience of readers for this novel will be middle school students. Your task is to create a short video preview trailer to promote this novel. Your challenge will be to portray the suspense of the novel's plot accurately without revealing its ending while still enticing potential readers to consider the book.

Your video presentation should comply with copyright requirements of Educational Fair Use, be enhanced by multimedia that is ethically integrated, and highlight the suspense of the plot. For information on Educational Fair Use see <http://www.copyright.gov/fls/fl102.html>.

[Students may choose a suspense novel from a list the librarian and the teacher have compiled.]

**Performance Task Rubric: Creating a Video Preview Trailer to Promote a Book to Read
English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, &
Business, Computer, & Information Technology Standards, Suggested Grades 6-8**

**Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose; Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques; Responsible citizens use information ethically and productively in a global society.
Library Information Concept: Producing & Publishing with Technology**

Criteria for Success

Levels of Achievement	Selecting & Utilizing Multimedia to Create Digital Media.	Using Digital Media Legally and Ethically
<p align="center">3 Proficient</p>	<p>Integrates multimedia components and visual displays into an engaging presentation that clarifies and highlights the suspense of the plot.</p>	<p>Demonstrates legal and ethical use of digital media and practices Educational Fair Use.</p>
<p align="center">2 Developing</p>	<p>Integrates a limited number of multimedia components and visual displays into a presentation that mentions the suspense of the plot.</p>	<p>Demonstrates some understanding of legal and ethical use of digital media, practices some aspects of Educational Fair Use.</p>
<p align="center">1 Needs Improving</p>	<p>Integrates only one media component and/or doesn't highlight effectively the suspense aspects of the plot.</p>	<p>Demonstrates little or no understanding of legal and ethical use of digital media and/or Educational Fair Use.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Creating a Video Preview Trailer to Promote a Book to Read **Suggested Grades: 6-8**

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“Some books are very popular with readers—best sellers even. The way a book is promoted impacts its popularity.”

Hook and Hold to Engage

“A book trailer is like a commercial for a product or a preview for a movie. As we watch this professionally produced trailer for a book, think about what grabs your attention.”

Explore, Experience, Enable, Equip

Introduce students to copyright and fair use. Demonstrate or review storyboarding techniques. Introduce or share tools or apps for creating a book trailer. Demonstrate techniques used in trailers that engage the audience. Review the rubric with students to encourage self-monitoring and self-assessment.

Rethink, Revise, Rehearse, Refine

Facilitate peer-reviews of student storyboards and provide students sufficient time to refine trailers based on peer feedback.

Evaluate Work and Progress

Host an award ceremony for the book trailers with awards for different categories. Ask students to vote for which trailers should receive these awards. Ask the students to reflect by answering these questions:

- “What techniques used in the trailers were most effective in attracting my attention and why?”
- “If I had the opportunity to redo my trailer, what would I change?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Allow students to work individually, in pairs, or in teams. Vary the content and/or length of the trailer. Expand options for the genre and text complexity of the book and the features of the trailer.

Organize and Sequence for Optimal Effectiveness

Cover: Content teacher, persuasive techniques and marketing; librarian, digital production tools, fair use, and copyright.
Uncover: Graphic manipulation; proofreading; editing; citing sources.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Creating a Video Preview Trailer to Promote a Book to Read

Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Copyright and fair use
- Using various forms of media ethically to produce a trailer to entice others to read the book

Instructional Strategies:

- Moderate a discussion of persuasive techniques, what creates suspense, and what creates intrigue
- Demonstrate trailers and how to create persuasive visual text
- Provide opportunities for students to view trailers online
- Introduce copyright and fair use using examples
- Provide tip sheets for various digital production tools that students may use
- Provide a list of copyright-free audio and image sources
- Model how to create a storyboard
- Encourage self- and peer-reflection

Student Learning Experiences:

- Create a storyboard
- Self- and peer-review storyboards and book trailers
- Cite sources using a standard bibliographic format
- Create a book trailer that “sells” the book to fellow students
- Self-reflect on the process and presentation

Sequencing:

- **Prior Knowledge Assessment:** Genres; citing sources; video editing
- **Timeframe:** Mid-range

Potential Collaboration:

- English Language Arts, Social Studies, Foreign Languages

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Creating a Video Preview Trailer to Promote a Book to Read **Suggested Grades: 6-8**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ Audionautix. <http://www.audionautix.com/> (Downloadable mood music) ▪ “How to Use Suspense in Creating a Book Trailer for your Novel.” <i>HubPages</i>. <http://gerardbianco.hubpages.com/hub/Looking-to-Turn-Your-Novel-into-a-Book-Trailer-Building-Suspense-is-the-Key> ▪ “Legal Music for Videos.” <i>Creative Commons</i>. <http://creativecommons.org/legalmusicforvideos> ▪ “A Tale Dark and Grim.” <i>YouTube</i>. <http://www.youtube.com/watch?feature=player_embedded&v=yiRVnkYcJ21>
Apps	<ul style="list-style-type: none"> ▪ iMovie ▪ Animoto ▪ Voice Thread ▪ PuppetPals
Social Media	<ul style="list-style-type: none"> ▪ Blended Schools ▪ Destiny ▪ Edmodo ▪ goodreads ▪ Schoology ▪ Shelfari
Teaching Equipment, Technology	<ul style="list-style-type: none"> ▪ Access to laptops, computers, iPads

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<p>Background on creating a book trailer</p> <ul style="list-style-type: none"> ▪ “Book Trailers for Readers.” http://www.booktrailersforreaders.com/How+to+make+a+book+trailer ▪ “Book Trailers: 11 Steps to Make Your Own.” <http://www.thecreativepenn.com/2008/12/03/book-trailers-11-steps-to-make-your-own/> ▪ <i>Center for Media and Social Impact</i>. <http://www.cmsimpact.org/fair-use/related-materials/codes/code-best-practices-fair-use-media-literacy-education> ▪ “Copyright and Fair Use Animation.” <i>Common Sense Media</i>. <http://www.common sense media.org/videos/copyright-and-fair-use-animation> ▪ “Digital Storytelling with the iPad: Creating Book Trailers.” Digital Is. National Writing Project. <http://www.digitallis.nwp.org/resource/4341> ▪ Publishing Perspectives. <http://publishingperspectives.com/2014/01/book-trailers-serve-as-a-multiplier-for-book-discovery/>

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concepts: Demonstrating Technology Etiquette & Safety; Behaving as a Digital Citizen Grade Band 6-8

Stage 1: Desired Results

Established Goals (Business, Computer, & Information Technology Standards):

- 15.3.6-8.M** Demonstrate proper etiquette when networking either face-to-face or online.
- 15.3.6-8.T** Discuss the rules of digital citizenship
- 15.3.6-8.W** Use electronic communication with peers and/or educators to produce a work product.
- 15.4.6-8.B** Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.

Understandings (*Students will understand that...*):
Responsible citizens use information ethically and productively in a global society.

Competencies (*Students will know/be able to*):

- Demonstrate proper etiquette when networking either face-to-face or online (e.g., using Web 2.0 and social media tools).
- Interpret and apply knowledge and practice of appropriate social, legal, ethical and safe behaviors of digital citizenship in all online and digital situations.

What understandings/competencies will be assessed through this task?

Practice proper safe, legal and responsible use of all forms of information and technology.

Stage 2: Assessment Evidence

Performance Task: Demonstrating Appropriate Behavior while Participating in an Online Discussion

Suggested Grades: 6-8

Participating responsibly in online discussion can help you to develop your ideas and opinions about your reading as well as to interact with and learn from other students informally. You, your classmates, and your teacher are participating in an online discussion of *Okay for Now*, the book you are reading together (Schmidt, Gary D. *Okay for Now*. New York: Clarion Books, 2011.). You are using an online discussion tool (for example, Edmodo <http://www.edmodo.com>). Your teacher asks students to respond to the prompt: "*Okay for Now* is told from Doug's point of view. The reader knows only what Doug describes. Do you think Doug is a reliable narrator? Why or why not?"

First, you'll create a response to this writing prompt that you'll enter correctly into your online discussion tool; second, you'll read the posts of your classmates and then respond to the responses of at least two classmates. You'll demonstrate appropriate digital citizenship behaviors while using digital and social media. Your post and responses should demonstrate appropriate writing for web discussion and effective use of the online forum, and you should display proper online etiquette.

[As an alternative, students may use any class or literature-circle novel and any prompt selected by you and the teacher. Younger readers could post their reviews in Follett Destiny (<http://www.follettsoftware.com/library-automation-software>) and older students (13+) could post in goodreads (<http://goodreads.com>).]

**Performance Task: Demonstrating Appropriate while Participating in an
Online Discussion**

Business, Computer, & Information Technology Standards, Suggested Grades: 6-8

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Behaving as a Digital Citizen

Criteria for Success

Levels of Achievement	Displaying Proper Posting Etiquette & Safety Behaviors
<p align="center">3 Proficient</p>	<p>Practices safe, legal, and responsible use of information and technology in an online situation for all postings and responses.</p>
<p align="center">2 Developing</p>	<p>Practices safe, legal, and responsible use of information and technology in an online situation in some postings and responses.</p>
<p align="center">1 Needs Improving</p>	<p>Practices safe, legal, and responsible use of information and technology in an online situation in few or no postings and responses.</p>

Stage 3 Learning Plan: WHERE TO

Performance Task: Demonstrating Appropriate Behavior while Participating in an Online Discussion **Suggested Grades: 6-8**

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“When you use social media like Facebook and Twitter, you can get into trouble if you’re not careful about what you say. What you say on an online class discussion might be different from what you say on a social media site.”

Hook and Hold to Engage

“In your small group, develop rules for participating in an online discussion board created for this class.”

Explore, Experience, Enable, Equip

Review the novel to be discussed. Create usernames and secure passwords to access the class discussion site.

Rethink, Revise, Rehearse, Refine

Provide students opportunities to write and edit their initial responses to the discussion questions and ask them to check with peers for possible revision or refinement before posting their response to the discussion board. Review the rubric with students to encourage self-monitoring and self-assessment.

Evaluate Work and Progress

Ask students individually and as a class to discuss how they followed safe, legal, and responsible use of technology when posting to the class online discussion board. Ask students to reflect by answering this question:

- “How was participating in an online discussion harder or easier than participating in a face-to-face classroom discussion?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide starter questions about the novel in advance or ask students to draft questions. Use a text that is shorter or longer in length or of different text complexity. Adjust the number and/or length of responses to the prompt questions.

Organize and Sequence for Optimal Effectiveness

Cover: Content teacher, composing thoughtful responses that address the questions posed and appropriate responses as part of the “give and take” of discussion; librarian, posting to online discussion using digital citizenship guidelines.

Uncover: Content teacher, accessing the classroom discussion site (e.g., Edmodo) to determine if any students need help or guidance.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Demonstrating Appropriate Behavior while Participating in an Online Discussion Suggested Grades: 6-8

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Copyright and fair use
- Using social media ethically and safely
- Using digital citizenship guidelines

Instructional Strategies:

- Demonstrate and differentiate between personal learning networks on school-appropriate social media sites (e.g., Edmodo, Schoology) and social media for personal use (e.g., Twitter, Instagram), including acceptable and unacceptable behaviors on both
- Demonstrate appropriate use of professional social networking
- Facilitate students developing ground rules for using social media
- Moderate a discussion of short and long-term consequences of the misuse of social media (e.g., legal, professional, personal)
- Monitor student participation on the discussion board and the content and quality of posts to provide feedback as necessary
- Encourage self- and peer-reflection

Student Learning Experiences:

- Draft class rules for engagement in online discussion groups
- Develop and post responses to the discussion questions based on the reading of the book and the posting of other students' comments
- Follow class rules for participating in the online discussion
- Evaluate the online discussion
- Self-reflect about the online discussion

Sequencing:

- **Prior Knowledge Assessment:** Personal participation in social media
- **Time Frame:** Long-range

Potential Collaboration

- Any subject area

Stage 3: Learning Plan – Resources to Support the Learning Plan

Performance Task: Demonstrating Appropriate Behavior while Participating in an Online Discussion Suggested Grades: 6-8

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
	<ul style="list-style-type: none"> ▪ Knowles, Elizabeth, and Martha Smith. <i>Talk about Books!: A Guide for Book Clubs, Literature Circles, and Discussion Groups, Grades 4-8</i>. Westport, CT: Libraries Unlimited, 2003.
Social Media	<ul style="list-style-type: none"> ▪ Blended Schools ▪ Destiny ▪ Edmodo ▪ Goodreads ▪ Schoology ▪ Shelfari
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Access to laptops, computers, iPads

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ Buck, Stephanie. "12 Things Students Should Never Do on Social Media." <http://mashable.com/2012/09/04/students-social-media-warnings/> ▪ "Check Out My Post! Online Communication in the Language Arts Classroom." <http://elenagreertlpproject2012.weebly.com/connecting-through-edmodo.html> ▪ Gardner, Traci. "Online Safety - ReadWriteThink." <i>Readwritethink.org</i>. <http://www.readwritethink.org/professional-development/strategy-guides/online-safety-30107.html?tab=3#tabs> ▪ Larson, Loretta C. "Thoughtful Threads: Sparking Rich Online Discussions - ReadWriteThink." <i>Readwritethink.org</i>. <http://www.readwritethink.org/classroom-resources/lesson-plans/thoughtful-threads-sparking-rich-1165.html> ▪ Rinaldo, Denise. "Teens' Top 5 Technology Mistakes." <i>Scholastic</i>. <http://www.scholastic.com/browse/article.jsp?id=3756894>
Video	<ul style="list-style-type: none"> ▪ "6 Degrees of Information." <i>NetSmartz</i>. <http://www.netsmartz.org/RealLifeStories/6DegreesOfInformation>